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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who we are**  **Ciencias Sociales** | | | | | **Driving**  **Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** | | | | | | **Skills:** | | | | | |
| **Materials:** Children`s pictures | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 13 nov 19-23** | | | | **Time: 45 min. Half group** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** The teacher will invite the children to sit in front of the pictures of themselves where they showed their abilities.  **Main Activity**: The teacher will invite the children to observe and to share their photos where they are showing their abilities. Then the teacher will choose a place where they can make a bubble map together and to see how many different abilities they have. When they have spoken about their abilities, the teacher will ask one by one how their ability made them feel proud and more confident about themselves. And then the teacher will ask them “how that specific ability “ has helped them to build positive relationships the others.  If there is time, they will go out to share one or two abilities and how they help to build a better relationship with peers. | | | | | | | | | | | |
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| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** leave the bubble map of their abilities in a place where they can see and share with the whole group. | | | | | | | | | | | |